DOCUMENT RESUME

ED 252 518 SP 025 710

AUTHOR Gunter, Mary Alice; Lopez, Susan D.
TITLE Investigating Student Perceptions of the Use of Video-Taping in a Teacher Education Program Using Qualitative Methods.
PUB DATE Feb 84
NOTE 13p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Educational Media; *Education Majors; Feedback; Higher Education; Preservice Teacher Education; *Program Effectiveness; *Q Methodology; Secondary School Teachers; Self Concept Measures; *Student Attitudes; *Teaching Methods; *Team Teaching; *Videotape Recordings

ABSTRACT

A study examined the feelings and attitudes of preservice teachers toward the use of videotaping as a means of self-appraisal of a teaching experience, attempting also to discern how they viewed the videotaping process in affective terms, and to determine students' perceptions of the value of videotaping as an instructional tactic. An investigation was also made of the implications of using qualitative methods for examining student perceptions. A team, consisting of two first-year graduate students and two third-year undergraduates, participated. The team first taught a lesson to their peers at the university and were videotaped. They then taught in a public school classroom and were re-taped. Feedback and evaluation occurred throughout the process. Interviews with the students sought data on: (1) personal responses to the videotaping experience; (2) perceptions of the worth of videotaping as a teaching aid; (3) responses relating to the instructional process; (4) grading and evaluation of the videotaping experiences; and (5) responses to the process and to the team teaching situation. An analysis is presented of the data obtained from the interviews. A discussion is included on the value of using qualitative methods for the examination of student perceptions. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED252518

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Mary Alice Gunter

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Investigating Student Perceptions of the Use of Video-Taping in a Teacher Education Program Using Qualitative Methods

Mary Alice Gunter
University of Virginia

Susan D. Lopez
University of Virginia

SP 025 710

ABSTRACT

This study was conducted at the University of Virginia using qualitative research methods to determine the effectiveness of a pilot video-taping experience in the pre-student teaching program. The research allowed for an evaluation and modification of the video-taping process in the public schools before requiring the program for all students. The students in the study were grouped into a teaching team and required to teach a fifty minute lesson using three models of teaching. The lesson was first taught to their peers in the university classroom and video-taped and then taught in a public school classroom and re-taped. Feedback and evaluation occurred throughout the process. Students reacted positively both to the video-taping and research procedures.

The field of teacher education has more potential today than ever before. New techniques, new technology, and new research have opened up the possibilities for developing programs that are both practical and theoretically sound. For instance, the models of teaching as first described by Joyce and Weil have made the design of instruction a more concrete and substantive process. This approach provides for both teachers in training and teachers in service, a sound basis for instructional decision making. Combining the models approach to design of instruction with the use of video-taping gives students feedback which was impossible in the past.

As new techniques and approaches are developed, it is essential that research be conducted to evaluate and improve programs and to communicate their effectiveness within the field. The following research report was conducted at the University of Virginia with students enrolled in the Introduction to Instruction course. This course is required for secondary education majors in English, social studies, science and math the semester prior to student teaching. In addition to three hours in the university classroom, students spend three hours a week in a public school classroom.

The curriculum for the course includes an introduction to course design (including developing objectives and evaluation strategies) and textbook evaluation and selection; however, the primary focus of the course is on the models of teaching approach as a basis for instructional design. Six models of teaching have been selected as providing a basis teaching repertoire represen-

ting a cross section of strategies. Inductive teaching models include concept attainment and concept formation. Also included are the advance organizer model, for developing deductive instructional approaches, synectics, for teaching creative thinking, an inquiry model, and a simulation model for group interaction.

Students are required to design lesson plans and teach two times during the semester, once in a peer teaching environment and once in the public school classroom. The first of these teaching experiences is a fifteen minute lesson following the concept attainment model taught by each individual student in the class to their peers. The second assignment is a twenty minute lesson taught in a public school classroom by each of the students individually. The third experience is a fifty minute lesson taught by a three or four person team to their peers. This lesson must incorporate at least two of the teaching models and is video-taped.

A pilot program was initiated in the fall of 1983 to place one of these teams of students in a public school classroom and have the students re-teach the fifty minute lesson following evaluation and feedback of the original taping. A researcher from the department of Educational Research and Evaluation was assigned to supervise this experience. It is this project which is the subject of the following research.

Purpose of the Study

The purpose of this study is two-fold. First, the study

will examine the feelings and attitudes held by teacher-training students with regard to the use of video-taping as a means of self-appraisal of a teaching experience, to discern how students view the video-taping process in affective terms, and to determine students' perceptions of the worthiness of video-taping as an instructional tactic. The second purpose of this study is to investigate the implications of utilizing qualitative methods for the examination of student perceptions.

With the increasing presence and affordability of technological devices, educational institutions have expended great sums of money on the purchase of hardware. The question arises as to the value and benefits of such expenditures. Do the various forms of hardware actually make the teaching and learning process more effective and efficient? The present study will examine one instance of this use of technological hardware, video-taping equipment, in order to better understand its usefulness as a teaching aid.

Concerning the use of qualitative methods, social scientists are beginning to more fully utilize such methods to investigte matters relating to the realm of education (Bogdan & Biklen, 1982; Guba & Lincoln, 1981; Patton, 1980; Guba, 1978). In this study qualitative analysis was chosen as the investigative tool due to the affective nature of the information sought by the researcher.

Methodology

The students had previously been grouped into teams by the instructor according to content an area of specialization. The

teams had been announced one month prior to the presentations allowing time for the teams to work together in the design of a fifty minute lesson which would be presented to their peers.

The team selected for this study was composed of two graduate students (first year) and two undergraduates (third year). All of the students were interested in some type of social studies education and they chose to do a lesson on Manifest Destiny which would be appropriate for an 11th grade U.S. history class. The teaching models they selected to incorporate into their design were concept attainment, advance organizer and role playing.

The presentation was made on the afternoon of November 1, 1983 from 1:30 to 2:30 p.m., the second of three presentations on that day. The audience consisted of nine students, a graduate instructor, who did the video-taping, and the researcher. (The class had been divided into taping groups and the instructor was with one of the other groups). At the end of the presentation, the researcher met with the students and asked the team to participate in the study to which they agreed with enthusiasm. (The reason for the post-presentation request was the researcher's desire not to add any anxiety to the student's presentation.)

The first meeting of the team and the researcher occurred on November 8 at 3:00 p.m. The meeting was held in an empty classroom in the education building as were all subsequent meetings. The researcher began by explaining the research project and answering questions. After obtaining permission to record the meetings, the students were asked to discuss their feelings about the video-taping experience which they had viewed in the interim

and which had been evaluated in writing by the instructor of the course.

The following week, on November 15, another meeting took place. This meeting was for the purpose of discussing the team's presentation in an evaluative sense. The meeting preceeded the teaching of the lesson in the public school classroom and the team viewed the tape with the researcher and discussed how it could be improved.

Following the teaching of the lesson in the school, two meetings with the team of students were held : one on November 22nd, the day after the teaching experience, and the second on November 29th. At the first meeting the students discussed the experience and viewed the video-taped performance in the school. At the second meeting they viewed the original tape again and compared the two presentations. They were encouraged to discuss their feelings regarding the two presentations as well as to evaluate the effectiveness of the video-taping procedure.

Throughout this study the conventions of internal and external validity and reliabilty (Guba, 1978; LeCompte & Goetz, 1982) were followed. These included asking the same questions of different students, asking the same or similar questions on different days, and receiving information over a period of time which yielded similar results.

Discussion

The data from the interviews with the students was grouped into five major categories: (1) personal responses to the video-

taping experience, (2) perceptions of the worth of video-taping as a teaching aid, (3) responses relating to the instructional process,(4) grading and evaluation of the video-taping experience, (5) responses to the process and to the team teaching situation.

The following are a sample of comments made by the students during the course of the discussions regarding (1) personal responses to the experience:

> "I was nervous about it. Not only to get in front of people and present material and use a specified model, but then to have to go back and look at yourself and see what you really look like in front of a class and see how an audience responded to you."

> "I think that I was aware of the camera while we were being taped just because of the visual aids and trying to manipulate everything so that you were in the right position to be filmed."

The following are samples of comments made by the students relating to (2) perception of the worth of video-taping:

> "A lot of people have no idea what they look like. I found that out as a swimmer...I had no idea what I looked like in the water. When you see yourself on a screen, it gives you a whole new perspective on advice you have been given. You can tell a swimmer your hand is cutting in at one place in the water and you just got to reach out for it and they don't understand. They try and try and they think they are doing it...then they see themselves on film and they can't believe it."

> We are teaching in class and it is video-taped. We come and see it and we are judged on it. If we go out to a school and teach a lesson and get video-taped again, we can compare and see if we have improved.

The third group of responses had to do with the instructional experience. As a result of viewing the tapes, the students decided to reduce the length of the presentation, give more

examples, simplify the content and vary the pace of delivery. Both the instructor and the students felt that the second taping was an improvement over the first performance.

The next group of responses(4) were in regard to the evaluation of the teaching experience by the teacher and by the class.

> "I think that it is a really valuable experience and that it is important enough that we should allot enough time in class for each group to go in front of the whole class and there be time for immediate feedback."

> "Any exercise that we know is being graded automatically takes on a certain significance and a certain pressure. And I think that was true with this. This might be an even more valuable experience in the long run if it were not graded. Often times the pressure that is around an exercise that you know is going to be graded causes people to concentrate more on the fact that they're being graded than on what they're doing. I think that in a class like this there is enough self-motivation to want to do well in an exercise like this that you do not need grade motivation."

Another category of comments involved (5)the process of team planning and teaching such as the following:

> "I think that team teaching would help burn-out. Most of the teachers that I've talked with don't really understand why I'm going into teaching, which is a little strange when you think about a teacher not understanding why someone wants to go into teaching. But I think working in a group you keep yourself active...and this stops teacher burn-out."

> "I really enjoyed the whole process. Getting up and presenting the material in front of the class, working together, making decisions. It was a good experience."

Conclusions

While video-taping did contribute in a small degree to student anxiety and some logistical considerations did have to be provided for, these shortcomings were far outweighed by the worth of the experience. Video-taping provides an extra dimension to

instructor feedback and is a valuable teaching aid.

An important finding in this study was the students' perceptions that video-taping should not be graded since students experience enough anxiety over the presentation and the taping experience without adding the pressure of a grade. The necessity, howewever, for frequent and varied feedback from the instructor, from peers and from viewing the taped activities was emphasized.

Concerning the aspect of this study which investigated the implications of utilizing qualitative methods for the examination of student perceptions, not enough emphasis can be placed on the promotion of such methodology. The researcher discovered much about the students, their needs, their concerns, and their perceptions about not only the video-taping experience, but also about the students' eagerness to share information with both the researcher and with each other.

There are no means aside from qualitative measures which can possibly produce the quality of information that such methodology does provide. It is recommended that any instructor who wants to get a truer understanding of students' perceptions make full use of qualitative methods to gain a greater insight into students' views and feelings.

Follow-Up

As a result of the research presented in this paper and of the pilot placement of students in the classroom, the video-taping has been expanded so that all students will be re-taped in

the public school classroom as a part of a teaching team. In the past, it was found that taping these students in the schools on an individual basis was too stressful and the number of students in the class made the logistics unmanageable. However, by taping teams of students, the comraderie reduces the stress as students reported in the interview, and it makes the scheduling of the taping sessions feasible.

In the future, all students will receive feedback in a small seminar following the first video-taping and preceeding the sec ond taping in the schools. Additional staff have been assigned to the program to make this individual attention possible. The evaluation scale has been revised to include more categories and more comments since this was considered an essential mode of the feedback from the instructor. This feedback, combined with the small group interaction, should greatly enhance the evaluation process.

In regard to the suggestion to eliminate grading, the instructor has decided to eliminate this grading on a pilot basis; the taped presentations will continue to serve as an indicator for the students' readiness to move on to student teaching. In general, this research proved extremely helpful in modifying the program and in determining the need for additional resources.

References

Bogdan, R. & Bilken, S.K. (1982). Qualitative Research for Education. Boston: Allyn and Bacon, Inc.

Guba, E.G. (1978). Toward a Methodology of Naturalistic Inquiry in Educational Evaluation. (CSE Monograph Series in Evaluation No. 8). Los Angeles: University of California, Center for the Study of Evaluation.

Guba, E.G. & Lincoln, Y.S. (1981). Effective Evaluation. San Francisco: Jossey-Bass Publishers.

LeCompte, M.D. & Goetz, J.P. (1982). Problems of Reliability and Validity in Ethnographic Research. Review of Educational Research, 52, 31-60.

Patton, M.Q. (1980). Qualitative Evaluation Methods. Beverly Hills, CA: Sage Publications.